DOCUMENT RESUME

ED 379 472 CE 068 296

AUTHOR Conway, Miriam; Lambkin, Angela
TITLE Systems and Procedures of Certification of Qualifications in Ireland. National Report. 4th Edition. CEDEFOP Panorama.
INSTITUTION European Centre for the Development of Vocational Training, Berlin (Germany).
PUB DATE 94
NOTE 74p.; For reports on other countries, see ED 368 869, ED 369 905, ED 372 246, and CE 068 294-298.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Access to Education; Adult Education; Educational Administration; Educational Certificates; Foreign Countries; Job Skills; *Job Training; Labor Force Development; Postsecondary Education; Secondary Education; Sex Fairness; *Student Certification; *Student Evaluation; *Vocational Education
IDENTIFIERS *Ireland

ABSTRACT

This report profiles the systems, structures, and procedures for the assessment of competencies and awarding of qualifications in the vocational education and training sectors in Ireland. An introduction briefly describes the Irish education and vocational training system. Chapter 1 profiles the main awarding bodies in Ireland in second-level, vocational, and third-level education. Provision, content, and general certification are described. Chapter 2 describes access and progression to certification and outlines new programs developed to expand routes to certified qualifications. Chapter 3 indicates the techniques for the assessment and certification of competencies used by the organizations described in the first chapter. Chapter 4 presents an overview of recent publications in Ireland pertinent to certification and the need for development. Statistics are also provided relating to certification of awards and program participation. Appendixes contain 32 references, list of abbreviations, glossary, and a chart outlining qualifications by provider. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CEDEFOP panorama

ED 379 472

Systems and procedures of certification of qualifications in Ireland

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Pilat

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 068 296

BEST COPY AVAILABLE

CEDEFOP

panorama

Systems and procedures of certification of qualifications in Ireland

Miriam Conway
Angela Lambkin

May 1993

4th edition, Berlin 1994

Edited by:
CEDEFOP- European Centre for the Development of Vocational Training
Jean Monnet House,
Bundesallee 22, D-10717 Berlin
Tel.: 49-30+88 41 20
Fax: 49-30+88 41 22 22
Telex: 184 163 eucen d

The Centre was established by Regulation (EEC) No 337/75 of the Council of the European Communities.

National report

Cataloguing data can be found at the end of this publication.

Berlin: CEDEFOP - European Centre for the Development
of Vocational Training, 1993

4th edition, Berlin 1994

Reproduction in whole or in part of the contents of this publication
is authorized, provided that the source is acknowledged.

Printed in Germany

Acknowledgements

The authors are grateful for the advise and expertise contributed by many individuals and their respective agencies in the field of education and training.

In particular we would like to thank:

Mr John Byrne, Assistant Chief Inspector, Department of Education

Ms. Cynthia Fogarty, Senior Development Officer, National Council for Vocational Awards

Mr. Donal Kerr, Manager, Certification and Standards Department, FAS

Mr. Stan McHugh, Examination Section, CERT, State Tourism Training Agency

Ms. Shera Melhman, Certification Co-ordinator, National Rehabilitation Board.

Mr. David O'Connor, Head of Education, Teagasc

Mr. Carl O'Dhalaigh, Acting Chief Executive, National Council for Vocational Awards.

Angela Lambkin & Miriam Conway

TABLE OF CONTENTS

Introduction 1
Scope of the Report 1
Overview of Irish Education and Vocational Training System 4
CHAPTER 1. EDUCATION AND VOCATIONAL TRAINING - CERTIFICATION AWARDING BODIES 6
1.1. Second Level Education 6
1.2. Vocational Preparation and Training within Education 10
1.3. Vocational Training 14
1.4. Higher Level Vocational Training and Third Level Education 26
1.5. Other Awarding Bodies 29
1.6. Private Colleges 30
CHAPTER 2 ACCESS AND PROGRESSION 32
2.1. Second Level Education 32
2.2. Vocational Education 33
2.3. Apprenticeship Training 34
2.4. Vocational Training 35
2.5. Higher Education and Third Level 38
CHAPTER 3 CERTIFICATION CRITERIA AND ASSESSMENT PROCEDURES 41
3.1. Second Level Education 41
3.2. Vocational Preparation Training Programmes 41
3.3. Vocational Training 43
CHAPTER 4. UTILITY USE TRENDS AND DEVELOPMENTS 50
4.1. Developments in Education and Training 50
4.2. 1993 Programme for Government 51
4.3. Government Policy: Green Paper on Education 52
4.4. Statistics 54
Appendix I REFERENCES 58
Appendix II LIST OF ABBREVIATIONS 60
Appendix III GLOSSARY OF TERMS 62
Appendix IV EDUCATION & VOCATIONAL TRAINING SCHEDULE 64

Introduction

Vocational education and vocational training in Ireland is the responsibility of the Department of Education and Department of Enterprise & Employment with the Departments of Tourism and Trade, Agriculture, Health and the Marine having responsibilities for vocational training in their own specific sectors. The Certification system is well established at second and third levels in mainstream educational sectors. However the vocational sector is less well developed and work is underway to improve this area.

The main awarding bodies in the vocational education and training sectors are the Department of Education and FAS, the Training and Employment Authority. Other awarding bodies in the vocational training field include the National Tourism Certification Board for CERT the State Tourism Training Agency and Teagasc, the Agricultural and Food Development Authority. The various systems of certification are at different stages of development. Private colleges also offer assessment and certification using external awarding bodies for a wide range of occupational areas.

Scope of the Report

The aim of this report is to profile the systems, structures and procedures for the assessment of competencies and awarding of qualifications in the vocational education and vocational training sectors in Ireland. This document will form an important source of reference when seeking information on issues relating to certification and qualifications in Ireland. While the terms of reference for this report are confined to structures below third level qualifications, references are made, where appropriate to the system and procedures of acquisition of professional qualifications.

This report describes in detail the responsibilities of the respective agencies in Ireland for certification, the legislative and historical backgrounds pertaining to the development of the systems, the procedures for assessment and content of curricula as well as new policies about to be introduced. An overview of verification and monitoring procedures, and other relevant aspects are included.

Chapter 1 profiles the awarding bodies and their responsibilities for certification in vocational education and vocational training. **Chapter 2** describes access and progression to certification and outlines new programmes and schemes developed to expand routes to certified qualifications. **Chapter 3** indicates the techniques for the assessment and certification of competencies. **Chapter 4** highlights new developments in the area and trends in the certification processes.

An overview of the Irish education and training system is presented below.

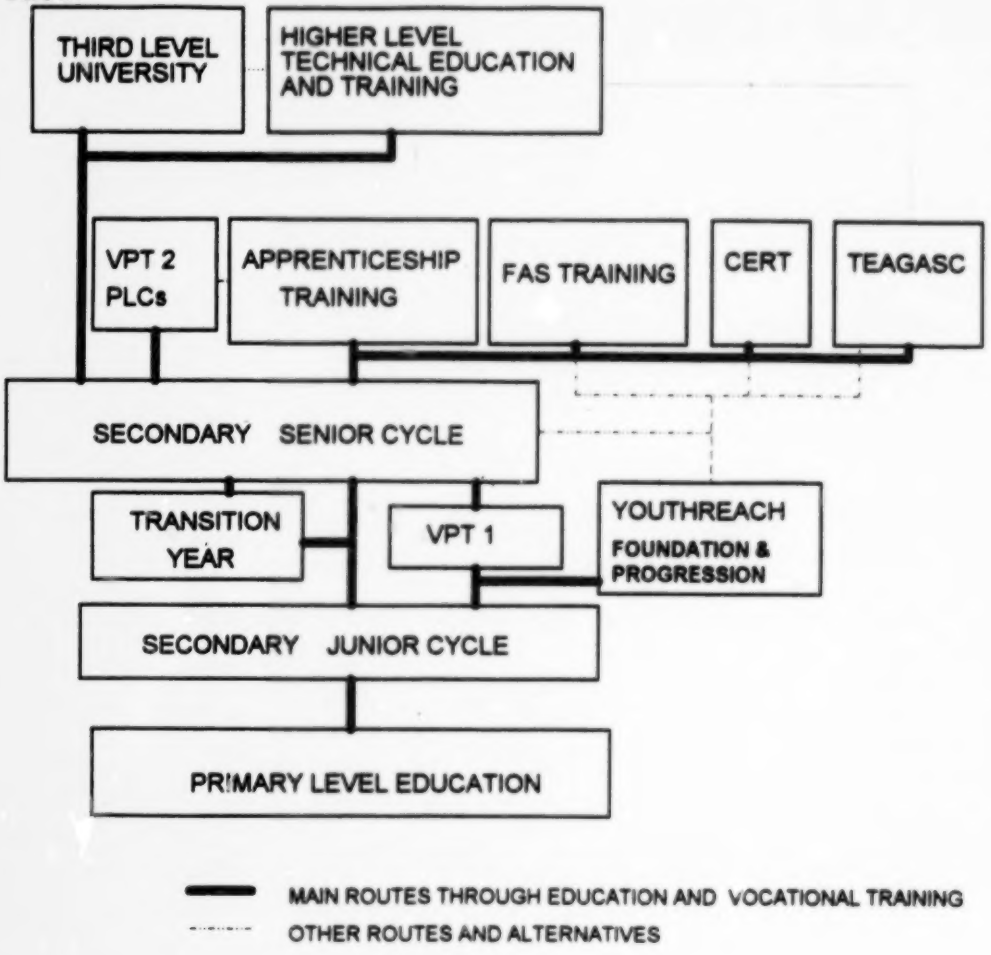

Fig. 1. Education and Vocational Training Systems in Ireland

Overview of Irish Education and Vocational Training System

To enable the reader to be familiar with the structure and processes of awarding bodies, it is necessary to briefly describe the Irish education and vocational training system prior to presentation of material.

School attendance in Ireland is compulsory between the age of six and fifteen years. There are eight years of primary education. At an average age of 12 years children commence second level education and undergo junior cycle education to the minimum school leaving age of 15 years. Pupils continue their education at Senior cycle level to attain a Leaving Certificate. This certificate is the basic entry requirement for most third level institutions.

Second level education in Ireland is provided by secondary schools, vocational schools and community and comprehensive type schools where students study for certificates at junior and senior level. These schools are managed and administered by the Department of Education. Programmes followed lead to the Junior Certificate, the Leaving Certificate programme, Transition Year, Senior Certificate programme and Vocational Preparation Training Programmes.

The Department of Enterprise and Employment has responsibility for manpower policy, industrial relations and matters affecting the conditions of workers. Under manpower policy the Department has responsibilities for the provision of vocational training and retraining of both the unemployed and employed. Work experience programmes and the operation of a placement and guidance service are also part of this provision. The administration of these services is carried out by FAS.

Following completion of compulsory education, vocational education and vocational training are provided by second level schools, by FAS - the Training and Employment Authority, by CERT - the State Tourism Training Agency, by Teagasc - the Agricultural and Food Development Authority, by the Regional Technical Colleges and the Dublin Institute of Technology. Services for the disabled are co-ordinated by the NRB, the National Rehabilitation Board. CERT is

responsible to Ministry of Trade and Tourism. The NRB and Teagasc are responsible to the Ministries of Health and Agriculture respectively. Other agencies providing vocational training include An Bord Altranais under the Department of Health, the state body for the training of nurses in Ireland, an Bord Iascaigh Mhara, the Irish Fisheries Board through the Department of Fisheries and the Department of Defence.

FAS operates a wide range of training, recruitment and employment services and provides support for co-operative and community based enterprise and developments. Priority is given to those with most difficulties in the labour market, including the long term unemployed and early school leavers. Training for the employed is supported by FAS through a Services to Industry function. FAS has links with other training and awarding agencies both in Ireland and the European Community. CERT, the State Tourism Training Agency provides courses in the hotel, catering and tourism industry for craft and management trainees, and the unemployed. Teagasc the Agriculture and Food Development Authority has responsibility for training in agriculture and horticulture. The NRB, the National Rehabilitation Board has overall responsibility for the provision of training for people with disabilities and co-ordinates services.

At third level, professional and technical education is provided by four universities, one institute of technology (combining a number of colleges in Dublin), nine Regional Technical Colleges, and a smaller number of specialised institutions including teacher training colleges. These colleges and universities offer certificate, diploma and degree courses in traditional and vocational training areas.

The Regional Technical Colleges are also responsible for the theoretical training of apprentices. In addition to these, there are numerous private colleges and further educational establishments offering courses both full-time and part-time in various disciplines mainly in the business, accountancy and office related occupational areas.

CHAPTER 1. EDUCATION AND VOCATIONAL TRAINING - CERTIFICATION AWARDING BODIES

This chapter profiles the main awarding bodies in Ireland in second level, vocational and third level education. Provision, content and general certification are described.

1.1. Second Level Education

The overall responsibility for education lies with the Minister for Education who is a member of the Irish Government and responsible to national parliament.

The Irish School Attendance Act of 1926, as amended requires that all children attend school between the age of 6 and 15. The majority of children enter school at 5 years and transfer to second level at 12. There are four types of secondary schools - private secondary schools, public vocational schools, comprehensive and community schools. The majority of second level schools are private secondary schools run by religious orders and funded by the state. The vocational schools were established under the 1930 Vocational Act to broaden the technical skill base of the Irish population and are administered by county and city Vocational Educational Committees. Community and comprehensive schools are managed by boards of management with differing representative structures from religious, parental, state (Dept of Education) and community interests.

The Department of Education is the awarding body for all educational programmes conducted in these schools and has ultimate responsibility for the validation of awards. The curriculum is prescribed by the Department of Education, on a subject by subject basis, in a publication entitled Rules and Programmes for Secondary schools. This publication prescribes curriculum material to be covered for Junior and Senior Cycle and regulates conditions for entry for examinations and school conditions.

1.1.1. Structure and provision

- **Junior Cycle Education**

The last three years of compulsory education takes place at the junior cycle level. All second level schools operate the certificate courses laid down by the Department of Education and enter pupils for these examinations. The Junior Certificate awarded by the Department of Education is a new system of assessment and certification awarded for the first time in 1992. The new certificate replaces the previous Intermediate and Day Vocational (Group) Certificates. Pupils who have completed the three years of junior cycle education are eligible to sit this examination. The Intermediate and Group certificates were phased out in 1991.

The Junior Certificate includes Irish, English, Mathematics, History and Geography and not less than two other subjects from an approved list of examination subjects - Latin, Greek, Classical Studies, Hebrew studies, French, German, Spanish, Science, Home Economics, Music and Musicianship, Art, Woodwork, Metal Work, Mechanical Drawing and Commerce. Civics, Religious Education and Physical Education also form part of the curriculum though not for examination.

The new certificate programme includes new syllabi introduced to update the courses as well as new subjects such as Technology. In order to cater for varying levels of abilities and aptitudes, subjects are offered at two levels for certification - Ordinary and Higher Levels. Mathematics, English and Irish are offered at three levels: Foundation, Ordinary and Higher. The syllabi for the Junior Certificate programme were prepared by the National Council for Curriculum and Assessment (NCCA) at the request of the Minister of Education.

- **Senior Cycle Education**

On completion of compulsory schooling, pupils may follow a further two year course at senior cycle level leading to the Leaving Certificate awarded by the Department of Education. This

examination has as its stated aim " to prepare pupils for immediate entry into open society or for proceeding to further examinations". The approved course for senior pupils includes not less than five subjects, one of which one must be Irish. There are five groups of subjects: Language; Science; Business studies; Applied Science group and Social Studies. It is recommended that each pupil should take at least three subjects from the group of subjects he or she is best equipped to follow and at least two from outside that group. Separate Ordinary and Higher Level papers are set in all subjects with corresponding curricula at both levels.

- **Alternative Options within Mainstream Education**

Transition Year Programme

This programme is a one year interdisciplinary programme for pupils who have completed junior cycle education. It includes social education, moral education, education for living, philosophy, and logic, music and the arts, Irish Studies, civilisations courses for pupils of European Languages, visual education, media education and communication skills. The programme is project based and does not have a formal assessment system.

Senior Certificate Programme

This programme was developed as an alternative to the Leaving Certificate. It is based on the development of interpersonal competencies, experiential learning, learning for life, and the integration of the out-of-school environment into the learning process. It may be taken as a complete course or as complementary elements in Vocational Preparation and Training programmes (see section 1.2. below). The criteria for entry is the completion of junior cycle programme. This programme is entered on completion of Junior Cycle education and may form part of the Leaving Certificate programme for the student.

The Senior Certificate programme consists of 13 programmes divided into three groups for examination purposes:

- Work and Communication Skills, Food and Agriculture, General Technology, Irish;
- Maths, Social and Cultural Studies;
- Endorsements - Word Processing, Database, Spreadsheets, Logo Programme (Computers), Music, and Language modules German and Spanish. Endorsements are ungraded Pass or Fail tests.

1.1.2. Boards of Management, Advisory and Representative Groups

1.1.2.1. Inspectorate function

The Inspectorate of the Department of Education is headed by the chief inspector with one deputy chief inspector for primary and another for post-primary level. The function consists of three independent sections;

- Primary - for first level and special education;
- Post-primary - for second level and;
- Psychological service - mainly for second level.

The Inspectors are the main liaison personnel between schools and the Department of Education. Their duties include inspection and evaluation of teachers, counselling and demonstrating, planning of curricula and administration of tests and examinations, organisation and participation in in-service courses for teachers, liaison with teacher colleges of education, interviewing teachers for posts, and generally acting as liaison officers on behalf of the Department of Education. At senior level the inspectors assist in the formulation of policy and may advise the Minister.

1.1.2.2. NCCA - National Council for Curriculum and Assessment

The National Council for Curriculum and Assessment (NCCA) was established in 1987 by the Minister for Education replacing the former interim Curriculum and Examinations Board. The brief of the Council is to:

- advise the Minister on the curriculum at first and second levels;
- advise the Minister on appropriate modes and techniques of assessment;
- co-ordinate research and development;
- monitor standards of student performance in the public examinations.

The council has a three year term of office and consists of twenty two members, eighteen of whom are appointed on a representational basis. Four members are appointed directly by the Minister, sixteen are appointed by the Minister on nominations from representative organisations, and two representatives from the department constitute the twenty two members. The nominating bodies are: the joint Managerial Body, the Irish Vocational Education Association, the Catholic Primary School Managers Association, the Association of Secondary Teachers Ireland, the Teachers Union of Ireland, the Irish National Teachers Organisation, the Irish Federation of University teachers, the Irish Business and Employers Confederation, the Irish Congress of Trade Unions, the Association of Community and Comprehensive schools, the National Parents Council and the Church of Ireland Board of Education.

1.2. Vocational Preparation and Training within Education

1.2.1. Structure & Provision

Post compulsory schooling options include Vocational Preparation and Training Programmes (VPT 1 & VPT 2) and YOUTHREACH Foundation, the latter being part of the Social Guarantee

to young people. These programmes provide vocational training for young people in the 15 -19 year age group, who have completed their compulsory education but whose skills are inadequate for the labour market due to the impact of economic or technological change.

- **Vocational Preparation and Training Programmes 1 & 2**

VPT 1 is a self-contained one year, wholetime programme of vocational preparation and training designed as a preparation for work or as a basis for entry into a further year of Vocational Training VPT 2. VPT 1 caters for those in the 15 to 18 year age group who have completed compulsory education. VPT 2 is a whole-time programme similar to VPT 1 for those who have completed senior cycle education having achieved formal qualifications usually at Leaving Certificate Level but who need further vocational training and experience and for those who have completed VPT 1. VPT 2 is also known as Post Leaving Courses (PLCs). VPT 2 provides participants with specific vocational skills and aims to enhance their prospects of securing full-time employment.

Each VPT programme consists of:

- Vocational studies selected from a wide range of designations including Commerce, Construction, Engineering, Construction, Secretarial, Catering, Agriculture, Craft and Design etc.,
- Preparation for Working Life, and
- General studies.

Participants of VPT programmes are awarded certificates of attendance from the Department of Education on programme completion. Assessment is carried out locally in the various centres/schools conducting these programmes. There is no national system of assessment in place. Certain programmes access qualifications from a range of awarding bodies including CERT, the City and Guilds of London Institute and Royal Society of Arts (UK) or other awarding bodies. The recently established National Council for Vocational Awards (see section 1.2. below) has been mandated by the Department of Education to provide assessment, certification and

accreditation of awards for the VPT and other programmes mentioned above. The NCVA proposes the development of a standard based assessment system for these and other vocational education programmes.

- **YOUTHREACH (Foundation Year)**

This programme is designed for young people who have left the education system with little or no qualifications. YOUTHREACH is jointly managed by the Department of Education and Department of Enterprise and Employment though the Inter Departmental Committee on the Problems of Early School Leavers and fulfils the Social Guarantee for young people. The Social Guarantee concept developed as a response to the EC resolution on the guarantee of access to unemployed school leavers to full time basic training programmes.

The implementation of YOUTHREACH is supported and co-ordinated by YOUTHREACH Working groups drawn from the Departments of Education, Enterprise and Employment and from FAS. The Foundation phase of the programme is delivered by agencies associated with both Departments while the Progression phase is delivered by FAS through the Skills Foundation Programme. These include Community Training Workshops, YOUTHREACH Centres established by the Vocational Education Committees and Travellers Training Workshops.
The programme is participant centred and based on experiential learning. The content is a combination of basic skills, practical work training and general education. A Certificate is jointly awarded by the Department of Education and FAS to participants of YOUTHREACH.
Participants are assessed under a local assessment system described in detail in Chapter 3. A FAS Introductory Level Vocational Skills Certificate endorsed by City & Guilds is also available to participants of YOUTHREACH. The second phase of the programme known as Progression is presently delivered by FAS.

1.2.2. Boards of Management, Advisory and Representative Groups

- **National Council for Vocational Awards (NCVA)**

Established in 1991 on an ad-hoc basis, the NCVA plans to offer certification to students on VPT programmes in the education sector and to establish a framework of qualifications for all vocational training programmes ranging from those catering for young people without qualification to those with Leaving Certificate who require further qualification. The NCVA is also developing a system of certification for the new VTOS - Vocational Training Opportunities Scheme (see Chapter 2).

The NCVA has fifteen members and is composed of relevant educational interests. Twelve of its members are appointed on a representational basis with two appointed by the Minister. The nominating bodies include: the Irish Business and Employer Confederation, the Irish Congress of Trade Unions, the Irish Vocational Education Association, the Joint Managerial Body for Secondary schools, the Association for Community and Comprehensive Schools the Department of Enterprise and Employment, FAS the Training and Employment Authority , CERT, the National Parents Council and the Teachers Trade Unions.

The terms of reference of the Council which relate to the education sector are as follows:

- to structure vocational programmes on a modular basis;
- to develop an appropriate framework of levels of vocational qualification;
- to certify participants performance;
- to accredit the awards of other bodies, subject to certain criteria,
- to act as a National agency for the recognition of vocational qualifications obtained in other member states of the European Community.

1.3. Vocational Training

1.3.1. FAS Training and Employment Authority

1.3.1.1. Structure and provision

FAS, (an Foras Aiseanna Saothair) established under the Labour Services Act, 1987, was formed by the merger of three previously existing bodies: AnCO - the Industrial Training Authority, the National Manpower Services and the Youth Employment Agency. The overall purpose of the act was to make further provision in relation to the training and retraining for employment, work experience and the establishment of employment schemes and job placement services. FAS functions with a mandate from the Minister for Enterprise and Employment who has responsibility for manpower policy, industrial relations, and various matters affecting the conditions of employment of workers. FAS operates on regional basis, with a central headquarters, a network of 18 training centres and over 49 employment services offices.

Provision for the unemployed includes Specific Skills Training, Apprenticeship Training , Alternance Training and Enterprise Training. Training geared specifically towards disadvantaged young people include Skills Foundation Programmes, Community Youth Training, Community Training Workshops (run jointly with the Department of Education) and Workshops for Travellers. In addition to it's job placement function, FAS also provides services to industry and facilitates training in employment leading to recognised qualifications. A range of employment schemes operate in the form of grant aid for new employees, community initiatives and other training support. The services are provided on a regional basis through training centres, employment services offices and external training arrangements.

FAS training operates within a flexible, modularised, competence based, standards led structure, designed to respond to a wide range of training needs. Programmes are delivered on a full-time

basis, with a training allowance paid where appropriate. Evening courses on a fee paying basis are also available.

FAS training is divided into two broad categories:

- **Specific Skills Training**

Specific skills training focuses on competence training for work and is designed for people who are ready for work but need specific skills development. Training provides an integrated approach to work based on specific occupational skills, personal effectiveness, career planning and job seeking skills. Placement in a work environment is a key element in the training process. Examples of Specific Skills Training programmes include Retail Sales, Office Procedures, Computer Applications, Sales and Marketing, Hairdressing, Welding, Gas Installation, Engineering, Electronics, Aircraft Maintenance, Desk Top Publishing, Machine Tool Operating, Software Development, and Apprenticeship. Apart from Apprenticeship training which currently has a duration of 4 years, Specific Skills Training programmes have an average duration of approximately 26 weeks. (The Apprenticeship training programme is under review in 1993).

- **Developmental Training**

Developmental programmes provide pre-vocational introductory skills training. Trainees at this level include disadvantages young people, the long term unemployed, women returning to work and those wishing to become self-employed. Training is designed to provide introductory skills development in both personal and practical skills in order to prepare and enable trainees to access higher levels of qualifications and certification through further training/education. Training is experiential, with an emphasis on personal and social skills development, confidence building, motivation, goal setting and team building. Programmes for young people encompass all those operating under the Social Guarantee (see Section 1.2.1.). This includes the Skills Foundation Programme, Community Youth Training Projects, Workshops run for the Travelling Community and the joint FAS/Department of Education YOUTHREACH initiative run through

the Community Training Workshops. Provision for adults includes Return to Work for Women, Building on Experience and the Business Appraisal Training Programme. A period of work experience forms an integral part of training, except for the Business Appraisal Training Programme, which forms part of a wider enterprise initiative. Programme duration varies from 10 weeks to 9 months.

1.3.1.2. Certification

As a statutory awarding body, it is FAS policy to use its powers of certification in respect of all training for which it has responsibility. To this end, FAS has established a modularised, competence-led, standards-based assessment and certification system which operates within a framework of ascending skill levels: Introductory, Basic, Intermediate and Advanced. (see Chapter 3 for detail). The system is designed to be transparent and to facilitate access and progression from one level of training to another based on objective evidence of achievement. For the individual, such qualifications increase mobility and entry into the labour market. From an industrial perspective, improved economic performance demands a competent qualified workforce. FAS standards are informed by industry and a key FAS objective is industry endorsement for relevant qualifications i.e. Retail Sales (Irish Business and Employers Confederation), Gas Installers (Bord Gais and Irish Liquid Petroleum Gas Association, and Aircraft Maintenance Technicians (Shannon Aerospace).

FAS has a Certification and Standards department dedicated to the development, provision, validation and monitoring of assessments for all FAS training programmes undertaken in-centre or externally contracted. This system is supported by a network of Curriculum Officers operating on a regional level.

In 1990, FAS concluded a joint certification agreement with City and Guilds of London Institute. This agreement provides joint certification for Specific Skills Training Programmes at Basic, Intermediate and Advanced Levels and City & Guilds endorsement at Introductory Level

(Developmental) training. This latter certificate records achievement in practical and personal skills. The Joint FAS/City & Guilds Agreement is an important initiative towards increased mobility and recognition for FAS trained persons in the UK and other countries where C&G has a long established reputation as an awarding body.

Exemptions to agreement

The main exception to this agreement is Apprenticeship which is currently jointly certified by FAS and the Department of Education. There are also a small number of training courses with a different type of certification because of specific requirements of the industry associated with the course. Examples of these include an International Transport and Documentation Diploma Course assessed and awarded by examination by IATA/FIATA - the International Air and Transport Association / International Federation of Freight Forwarders Association, and the Heavy Goods Vehicle Driving Licence tested and awarded by the Irish Department of Environment.

1.3.1.3. Transparency

Given the Irish demographic profile, FAS is pursuing a policy of transparency and mutual recognition of qualifications with other EC member states. The objective is to ensure that certification awarded to FAS trainees has a *transnational* dimension and is recognised nationally and internationally. FAS is currently involved in developing mutual recognition with France through AFPA, the Netherlands, Germany and Spain. Agreement has been formally made with AFPA the Association de Formation pour Adultes to mutual formal recognition of a number of French and FAS qualifications. The qualifications included in the present agreement are Office Skills = Agent de Traitment Administratif; Electro-Mechanical Servicing = Agent de Maintenance en equipments menagers; Computer Aided Engineering = Technician de Maintenance en electricite et automatismes; and Electronic Servicing = Technician en Electroniques et Informatique Industrielle. It is planned that further occupations will be added to the agreement in 1993.

1.3.1.4. Boards of Management, Advisory and Representative Groups

- **Board of FAS**

The Board of FAS reporting to the Minister of Enterprise and Employment comprises a Chairman and representatives of Social Partners. These include trade union, employer, education, social welfare and youth interests. A representative of the Minister of Finance, two representatives of the Minister of Enterprise and Employment and two FAS employee members are also members of the FAS Board.

The Board of FAS has responsibility to ensure the delivery of FAS training and employment services as contained in the Labour Services Act, 1987.

- **FAS Industry Training Committees**

Industrial Training Committees were established on a statutory basis to advise and assist in relation to the performance by FAS of its functions relating to the activity of a designated industrial sector. There are six committees in designated sectors:- Construction; Engineering; Textiles, Clothing & Footwear; Printing & Paper; Chemicals and Allied Products; and Food, Drink and Tobacco. There are also two non-designated committees one for the Retail and Wholesale sector and one for Physical Distribution.

The primary role of each committee is to review manpower needs through the examination of trends, research findings, etc., and contribute to the development of productivity in each sector through proposing of solutions where appropriate. The committees are serviced by FAS and are comprised of employer, union and other relevant interest groups for the various sectors of employment.

1.3.2. Department of Education and FAS as Joint Awarding Body

1.3.2.1. Apprenticeship Training

While the Minister of Education has overall responsibility for education in Ireland, FAS has responsibility for vocational training and retraining. The National Apprenticeship programme is jointly managed by the two Departments.

FAS and the Department of Education provide, manage, validate and certify apprenticeship training. The system was formally established under the Apprenticeship Act, 1959 which sought to introduce a systematic and effective training system. The apprenticeship system is designed to fulfil the needs of the designated trade in the Engineering, Printing, Furniture, Electrical, Motor, Construction and Dental industries. There were approximately 14,000 apprentices being trained in over 40 trades in these industries in 1991.

A new apprenticeship system is to be introduced in 1993 replacing the existing four year system. The 1993 Apprenticeship system will be a standards based rather than time served system. The previous system with its last entrants in 1992 is a four year system with one year off the job in FAS and block and day release to the Regional Technical Colleges for theoretical training. Apprentices of the existing system (to be phased out) take FAS Terminal Tests, Junior and Senior trade examinations of the Department of Education which when successfully completed are jointly awarded the National Craft Certificate.

1.3.2.2. Certification

The new apprenticeship system comprises of seven distinct phases: - three off-the-job and four on-the-job. Each off-the-job phase consists of skills training modules each of which is to be assessed independently. Each module is assessed on the basis of practical and knowledge based tests designed to test the skills and knowledge of the apprentice. Off-the-job training and

assessment is planned to take place in FAS and the Regional Technical Colleges. On-the-job training will involve competency based assessments to be taken and passed by each apprentice before he or she can proceed to the next off-the-job phase. Each competency test will be taken in real work situations and will consist of a checklist of the essential skills undertaken correctly by the apprentice while working on a particular task.

The National Craft Certificate will be awarded by the National Education and Training Certification Board to be established in 1993 (Fianna Fail/Labour Programme for Government) on successful completion of all seven phases. The broad policy for the new apprenticeship system was agreed by government and social partners in the 1991 Programme for Economic and Social Progress and is fully supported in the 1993 Programme for Government. According to the Programme for Government legislation will be introduced in 1993 to fund the new system. The Curriculum and the Assessments for on-the-job and off-the-job phases of the trades are to be completed in 1993 and are being prepared under the direction of FAS by representatives of trade unions, employer, education and training bodies.

1.3.2.3. Boards of Management, Advisory bodies and Representative Groups

- **National Apprenticeship Committee**

In accordance with the guidelines of the 1991 PESP programme the development and implementation of the new apprenticeship system was initiated with the setting up of a National Apprenticeship Advisory Committee appointed by the Board of FAS. The Committee was set up to advise the FAS Board on policy, standards, curricula, level of intake, regional quotas etc. The Committee comprises of employer, trade union, training, and education interests. Sub committees have also been established to advise on specific aspects of implementation of the new system. A primary responsibility of the Committee is to oversee the change of the system from time served to a system of standards attained.

The brief of the committee includes:-

1. Drawing up of recruitment guidelines to ensure an equitable recruitment system to apprenticeship.
2. Overseeing the development of national curricula for a standards based apprenticeship system and ensure this provides for recognition in the European community.
3. Developing policies to cater for the entry of special groups to apprenticeship.

- **Industry Training Committees**

The brief of the Industrial Training Committees (described in 1.3.1.4 above) has an impact on apprenticeship training in the forecasting and planning of training provision for apprentices in the various trades.

1.3.3. CERT, the State Tourism Training Agency

1.3.3.1. Structure and provision

Established in 1963, CERT the State Tourism Training Agency comes under the authority for the Minister for Tourism & Trade. CERT was established in order to develop a highly skilled workforce and to ensure high operational standards in the hotel, catering and tourism industry. The Agency's services include the recruitment, training and formal education of young people for careers in the industry; training for unemployed persons to improve their employment prospects; provision of on-the-job and specialist training for personnel already in the industry and provision of a range of advise and support services. CERT operates training on a full-time, day /block release and industry basis. A training allowance is paid where appropriate.

CERT training provision includes Professional Craft training, Advanced Skills/Supervisory training,

Basic Skills training and VPT 1 & VPT 2. Professional Craft courses on offer include Accommodation, Bar Food Service, Professional Cookery, Hospitality Skills, Hotel Reception Skills and Tourism Skills. At Advanced levels, training is carried out in Accommodation, Bar and Food Service, Tourism and Cookery. Course duration's vary, with the Advanced Supervisory courses lasting four months and the Basic Skills courses thirteen weeks. Like other apprenticeship training, professional craft training takes place over a number of years and is characterised by the alternance approach, combining college and industry training.

At vocational training and preparation level, VPT 1 courses concentrate on personal development, literacy and numeracy and skill sampling and work experience. VPT 2 courses operate modules on Accommodation, Food Preparation and Food and Beverage Service and include a period of work experience. VPT 1 & VPT 2 generally take place within the second level school system. CERT is also involved in the VTOS - Vocational Training Opportunity Scheme for long-term unemployed persons. This 15 month programme is divided into two phases, the first is delivered through schools and the second through CERT Training Centres.

CERT operates through a network of seven regional offices and three hotel training schools and catering colleges. The hotel and catering colleges operate within the Regional Technical Colleges and the Dublin Institute of Technology at Cathal Brugha Street and the Tourism College, Killibegs. In co-operation with the Department of Education, CERT provides VPT 1 & 2 through the secondary school system, YOUTHREACH programmes, Community Training Workshops, Prisons and provision for the disabled.

1.3.3.2. Certification

The National Tourism Certification Board, originally known the National Craft Curriculum and Certification Board was first established by CERT in 1982, following consultations with the Department of Education, the industry and the Irish Vocational Education Association. National certification covers an increasing range of programmes, delivered through colleges and centres nation-wide. The Board operates under the auspices of CERT and the Department of Education.

The National Tourism Certification Board, through it's committees undertakes to research industrial and training needs and the design of training courses. The Board also has a monitoring role with regard to the implementation of assessment, validation and certificate awarding procedures.

The Board has a number of committees including a Curricula Advisory, Assessment Advisory and a Results Approval Committee and links directly with College Examinations Boards. The NTCB is also concerned with the formal introduction of vocational language training on all programmes at Craft Level and it's inclusion for assessment purposes. CERT offers its own certification for a range of courses for the unemployed and for industry based training at craft and supervisory level.

1.3.3.3. Boards of Management, Advisory Bodies and Representative Groups

- **CERT Council**

CERT is governed by a council representative of social partners, education and government interests.

1.3.4. Teagasc (formerly ACOT) , the Agriculture and Food Development Authority.

1.3.4.1. Structure and provision

Teagasc, the Agriculture and Food Development Authority was established in 1988 under the Agriculture (Research, Training & Advice) Act, 1988 and replaced ACOT the Agriculture Advisory and Training Body and An Foras Taluntas the Agriculture and Food Research Organisation. Teagasc is responsible to the Ministry of Agriculture, Food and Forestry and is the national agency with responsibility for providing advisory, training, research and development

services to Irish agriculture and food industry. In agricultural education Teagasc has statutory obligation to have particular regard to the training needs of young farmers.

The Certificate in Farming, which extends over three years, provides the main training vehicle for young people who seek a career in farming. The course content is generally classroom and course work based and includes practical skill development, management training, outdoor practical instruction, project work and placement on a host farm. Personal development is also an important objective of all courses and is achieved through activities which promote personal and social skills. While on work experience, students are paid a training allowance. Options in the Certificate in Farming include general agriculture, horse production, pig production, poultry production, poultry production and agri-forestry. The Certificate in Farming may be taken by two routes. In the first, students complete a one year course in a residential agricultural college. On successful completion of this one year course they are awarded the Certificate in Agriculture and they then proceed to the work experience element interspersed with part-time course work. In the second route, students take course work on a part-time basis at local training centres over the three years of the programme concurrently with work experience. The Farm Apprenticeship Scheme (which is separately administered by the voluntary Farm Apprenticeship Board) is a three year apprenticeship in which entrants develop husbandry and management knowledge and skills. The Trainee Farmer Scheme is a variation of this scheme.

The three year courses in commercial and amenity horticulture incorporate a sandwich year of work experience leading to awards of Diploma in Commercial Horticulture and Diploma in Amenity Horticulture respectively. The one year full-time courses in Care and Operation of Farm Machinery and Basic Horticultural Skills are also conducted by Teagasc.

Teagasc has a network of over 60 training centres, 11 agriculture colleges and 4 horticulture colleges. Most courses are provided on a full-time, residential/non residential basis through the Colleges with a facility for part time training through the training centres. Teagasc also runs courses through the Regional Technical Colleges (Certificate in Business Studies and National Certificate in Agricultural Science) and the National University of Ireland system (Butter and Cheese making).

1.3.4.2. Boards of Management, Advisory Bodies and Representative Groups

- **Board of Teagasc**

The Board is governed by an eleven member authority. The Chairperson and five ordinary members are appointed by the Minister for Agriculture and Food and the remaining members are appointed by the Minister following nominations from designated representative farming bodies.

1.3.5. National Rehabilitation Board - NRB

1.3.5.1. Structure and provision

The National Rehabilitation Board was established in 1962 by Department of Health. The Board has overall responsibility for the provision of training for disabled people. While it is not primarily a training body, the Board co-ordinates the work of private or non-profit organisations and institutions in the rehabilitation and training of disabled people. With the exception of a small number of training centres operated by the Health Boards, rehabilitation training in Ireland is provided by non-statutory voluntary organisations.

The NRB's strategy is to ensure that services provided to people with disabilities are of a high quality designed to meet best standards and practice so that clients are empowered to live the life of their choice to the fullest potential. The Board provides a vocational assessment and guidance service, arranges and validates appropriate vocational training courses, conducts and commissions research into disability and provides an employment support service. The NRB's strategy is to establish a system of accreditation to approve vocational training for people with disabilities and to require that approved training programmes lead to the award of a nationally recognised certificate. The Board will also ensure that trainers in the field of specialised training have recognised trainer qualifications.

1.4. Higher Level Vocational Training and Third Level Education

1.4.1. Higher Level Vocational Training

A wide range of vocational training programmes are provided in third level institutions under the auspices of the Department of Education. These colleges were established in the 1970s as a result of the joint OECD/Department of Education Report on The Training of Technicians in Ireland (1964). These programmes are provided mainly by Regional Technical Colleges and Colleges of Technology. The colleges train for trade and industry over a broad spectrum of occupations and levels, in business studies, engineering and technology and science and paramedical. The Middle-Level Technician Programme covers one and two year courses to National Certificate level while the Higher Technical and Business Skills courses cover three years and one year add on National Diploma courses in computer technology, electronics, chemicals/pharmaceuticals, engineering, construction, secretarial services, management and commerce. These colleges also provide for the theoretical training of apprentices and for training for the hotel and catering and tourism industry.

Until the end of 1992 these colleges have been managed and administered by Vocational Educational Committees on a similar basis to that of secondary vocational schools established under the 1930 Vocation Education Act. This changed from January 1, 1993 when independent status was conferred on the colleges by the Regional Technical Colleges Act, 1992 and the Dublin Institute of Technology Act, 1992. In accordance with the new acts the colleges are to be managed and administered by a governing body who responsible to the Minister for Education. The governing body appoints its own academic council, holders of academic posts in the college and whose role it is to assist in the planning, co-ordination, development and implementation of the educational work of each college.

Certification and awarding of qualifications is provided by the National Council for Educational Awards (see below - NCEA) with a limited number of programmes certified by the appropriate professional body. Courses have traditionally been recognised nationally and internationally by academic, professional and trade and craft bodies. In addition by virtue of a partnership agreement with the University of Dublin, graduates of professional level courses are eligible for degrees of that university.

1.4.2. Third Level Education

Higher level university education is provided by four universities which offer the traditional range of third level options in the arts, science, commerce and other disciplines. Each university confers its own awards. The universities are University of Dublin, National University of Ireland, University of Limerick and Dublin City University. Four colleges constitute the National University of Ireland, and five additional colleges (teacher training and other) are affiliated to the National University of Ireland which formally awards degree certificates and other relevant certificates. The Dublin City University and Limerick University are two independent universities since 1990. The universities are managed and administered independently.

1.4.3. Advisory Bodies at Higher and Third Level

- **National Council for Educational Awards (NCEA)**

Established in 1972 on an ad-hoc basis and subsequently established under the National Council for Educational Awards Act, 1979 the National Council for Educational Awards came in to operation formally in 1980. The NCEA is the state agency responsible for the co-ordination, development, and promotion of technical, industrial, scientific, technological education and commercial education in art and design outside the universities. It gives effect to these responsibilities through the approval of courses and the granting and conferring of degrees, diplomas, certificates and other educational awards. The NCEA exercises its function in Regional

Technical Colleges, Colleges of Technology and other private and public institutions designated under Section 20 of the NCEA Act, 1979. The NCEA has two priorities: the establishment and maintenance of standards in all courses for which it grants awards, and that courses have a practical relevance and career orientation. The NCEA consists of the chairman, deputy chairman, director and other members drawn from industry, business, labour, agriculture and education interests.

The NCEA is also the statutory awarding body in the case of students who successfully complete certificate, diploma and degree level courses outside the universities in the following areas: - technical, industrial, scientific, technological and commercial education, art and design.

- **Higher Education Authority**

The Higher Education Authority was set up on an ad-hoc basis in 1968 and given statutory powers in the Higher Education Act in 1971.

Its principal functions are:

- To further the development of education;
- to maintain a continuous review of the demand and need for higher education;
- to assist in the co-ordination of state investment in higher education and to prepare proposals for such investments;
- to review proposals from universities and designated institutions for capital and recurrent funding;
- to allocate among these institutions the grants voted by the Oireachtas (Parliament);
- to promote an appreciation of the value of higher education and research;
- to promote the attainment of equality of opportunity in higher education and the democratisation of its structures.

The Authority's range covers the Universities and those institutions designated by the Minister for Education under the terms of the 1971 Act. Its advisory powers relate to the whole of the third level sector.

1.5. Other Awarding Bodies

1.5.1. An Bord Altranais

An Bord Altranais is the state body responsible for the training of nurses in Ireland. While ABA endorses certificates for a range of courses the primary focus of nurse qualification is on the achievement of registration, which certifies the persons competence to practice as a nurse. Nurses registered with An Bord Altranais can practice in all EC countries. ABA comes under the authority of the Department of Health.

The Nurses Act, 1985, provides for An Bord Altranais to make rules regarding standards to be adhered to in the Education and Training of Nurses and in their on-going training as Registered Nurses. These rules regulate the operation of training hospitals and institutions and ensure that valuable clinical and theoretical experiences are provided.

1.5.2 BIM the Irish Fisheries Board

The Irish Fisheries Board runs a range of courses for the fishing industry. A number of bodies are involved in certifying achievement. The Department of the Marine has statutory responsibility for BIM, and since many certificates issued are basically licences to practice they are issued and endorsed by that Department. Courses provided include a Basic Deckhand course and an Aqua culture/Fish Farming course.

1.6. Private Colleges

1.6.1. Structure and provision

There are some fifty plus private colleges providing vocationally oriented courses in Ireland. These colleges are generally small, receive no state funding and have good links with industry for job placement purposes. These colleges are associated with business, management, accountancy, computers, secretarial education, medicine, child care, theology and philosophy.

Assessment methods for these colleges depend entirely on the discipline undertaken. There is no national recognition of certificates attained from these institutions by the Department of Education although there is a proposals in the Green Paper on Education to establish a system of registration for such colleges.

In the case of certain professional courses e.g. accountancy - students are assessed by examinations set by the relevant professional institutes. On completion of these examinations the individual becomes a member of the institute concerned. This is the case for accountancy, marketing, personnel etc. where there are Irish or UK professional organisations established as examiners and awarding bodies.

A small number of private colleges offer degree and diploma courses which are assessed and awarded by universities such as the University of London and the Liverpool Polytechnic for the awarding of degrees.

One of the significant areas in the private sector is secretarial training. There are numerous colleges which utilise the assessments and awarding services of their own and external agencies. UK awarding bodies include Royal Society of Arts, City and Guilds of London Institute, Pitman Institute (now incorporated with C & G), London Chamber of Commerce and Industry. There are a wide range of examination and awarding agencies in Ireland offering private certification in this area leading to employment. Secretarial Examinations Bureau, Edupak Secretarial Examination Institute, Secretarial and Commercial Examining Institute, Joint Examining Board

for Teachers Diplomas, Commercial Examining Board of Ireland provide assessment and certification in this area.

Other private colleges in fields such as child care rely on UK organisations for certification.

CHAPTER 2 ACCESS AND PROGRESSION

This chapter describes the normal access routes to education and vocational training systems in Ireland. Where appropriate new routes and programmes which broaden access and allow progression are described. Not all awarding bodies are again described.

The proposal to establish the National Education and Training Certification Board in the 1993 Programme for Government, described in Chapter 4 is an important development in the field of certification with an impact on access and progression in education and vocational training. The detailed terms of reference of the new Board have yet to be published.

2.1. Second Level Education

- **Vocational Training Opportunities Scheme**

The traditional route through the educational system commences at second level at 12 years leading to the Junior Certificate and Leaving Certificate for the majority. Alternatives developed to improve access to learning include the Transition Year Programme, and Senior Certificate programmes already described in Chapter 1. These are all full time programmes.

Options outside mainstream education include the Vocational Training Opportunity Scheme (VTOS) introduced in late 1989 following a pilot scheme. The scheme is aimed at people over 21 years of age who have been unemployed for at least 15 months and who are seeking second chance education and training. Participants attend full time second level education courses (Junior and Senior Cycle programmes) and are removed from the Live Register while attending. Allowances are paid instead of unemployment benefit/assistance plus assistance for travel, books and exam fees.

The Green Paper on Education (described in Chapter 4) proposes to expand this scheme and to facilitate upward progression of persons completing the VTOS.

2.2. Vocational Education

Access to Vocational Preparation and Training Programmes (VPT) and YOUTHREACH is made on completion of compulsory education and is designed to assist those making the transition from school to work. The latter as part of the Social Guarantee is a programme where young people without qualification are guaranteed a training place for up to two years. VPT 1 is offered on the basis of completion of Junior Cycle education, while entry to VPT 2 is usually on the basis of completion of Senior Cycle Education or VPT 1.

To date there is limited progression from VPT or YOUTHREACH programmes to further and higher education. Some participants on the YOUTHREACH Progression (second year of programme) in FAS may have the opportunity to progress but even this is limited.

Recent proposals of the NCVA - the National Council for Vocational Awards (if implemented) will offer alternatives and improved means of access to education and vocational courses for individuals. The NCVA in 1992 published a policy document "Preparing for the new Europe" A National Framework for Vocational Qualifications. The NCVA has determined its own framework of levels of vocational qualifications. The document proposes a system whereby an individual could transfer from the lower levels of attainment to the higher levels assuming success at each level. The system will offer access and progression to individuals participating in a range of vocational programmes.

Foundation level programmes which have been designed for people with little or no qualification would lead to a National Foundation Certificate which would provide the basis for access to further levels. The VPT 1 and VPT 2 courses would lead to National Vocational Certificates at Levels 1 and 2 respectively, with extended VPT 2 courses leading to Level 3 certificates. It is

planned that these certificates would enable access to higher education within third level colleges and universities.

This document has been prepared in the context of the rapid expansion of Post-Leaving Courses (PLC) or VPT 2 courses and the need for a satisfactory assessment system. The document also proposes a modular approach with assessment and accreditation leading to certification for the number of modules completed successfully to set criteria at certain levels of achievement.

2.3. Apprenticeship Training

The new system of apprenticeship has been designed with the objective of providing skilled workers for the Irish economy with provision built in for improving access and building in a fair system of progression. Achievement of the National Craft Certificate will provide the foundation for craftspersons to progress from skilled worker to highly skilled worker levels. The possibility of master craft level certificate is being explored by FAS.

Access to Apprenticeship is by means of the attainment of a Pass in five subjects in the Junior Certificate, and being aged 16 years or over. Under the new system the apprentice will be required to have an employer and will spent the first phase of the apprenticeship with that employer.

Provision is planned for special groups: those with educational disadvantage or no qualifications, mature applicants, disabled persons, and women. Initiatives for these groups include pre-apprenticeship training, selection of mature applicants on the basis of a minimum of three years of work experience, and access to disabled persons on completion of an approved preparatory course conducted under the auspices of the National Rehabilitation Board. Women will be encouraged to participate through the implementation of a special module for women candidates on apprenticeship with a target number of places available to women annually.

2.4. Vocational Training

2.4.1. FAS Training and Employment Authority

Access to FAS programmes is made by application to FAS Employment Services Offices. The minimum standard for entry to training is that the individual be unemployed and seeking work and have a basic level of literacy and numeracy. Specific Skills training programmes have a higher standard of entry requirements than Developmental training. Entry requirements to Specific Skills programmes differ depending upon the level of skill specified but are generally based on evidence of educational achievement, existing skills and/or relevant experience. Applicants are interviewed for suitability and in some cases undertake an aptitude test.

Trainees pursuing Developmental training require no formal educational qualifications, access is open. This includes disadvantaged trainees - young people who leave school early without any qualifications, or those with special needs, adults returning to work and those wishing to set up their own business.

Access and progression are key features of the FAS Certification Framework described in Chapter 1 and 3. The framework has been developed on the concept of a progressional base enabling access to higher levels of certification based on evidence of achievements. A modular based approach ensures maximum flexibility, so that even within the same programmes there is a facility to access different levels of certification.

FAS is currently developing alternative modes of *access* to certification detailed below:

- **Accreditation of Prior Learning/Achievement (APL/A)**

FAS is in the process of developing an additional approach to certification whereby access can be allowed to FAS certification to employed and unemployed people who have not undertaken formal training. Accreditation of Prior Learning/Achievement is a process of assessment where the achievements of the individual acquired through work experience can be recognised and accredited through certification.

FAS aims to develop and implement an APL/A system on a pilot basis in 1993 with funding from the Euroform programme. The approach will consist of an expert system designed to help the individual assess his or her achievements using a computer and preparation of a portfolio of evidence for submission to FAS for assessment and certification.

The system is to be generic in type and will be available to any individual wishing to submit evidence to acquire certification. Some further training is envisaged where individuals may require top-up training to bring their skill levels to meet assessment standard. This APL/A system will fit within the FAS framework of certification. It is being tested in 1993 in the retail sector with employees in retail outlets and in FAS training centres.

- **Job Training Scheme**

The Job Training Scheme is a quality work-based training programme provided by employers in conjunction with FAS. It represents a new training approach linking the world of work and training in a practical way, incorporating standards of training leading to recognised qualifications. The scheme provides for directed training in a planned and systematic form provided by the employer away from operational pressures combined with workplace training under operational job conditions which is planned, structured and supervised. Training is designed to reflect occupational competence and standards are assessed at both a national and company level. National standards are accessed through recognised certification awarding bodies including the FAS/C&G system.

- **Integrated Training and Assessment**

FAS is currently involved in the development of a new integrated training and assessment system in co-operation with other national awarding bodies. This system will provide certification with transparency at pre-vocational Introductory level for all Developmental training programmes. Pre-set standards for both personal and practical skills form the basis of assessment which is jointly undertaken by trainer and trainee on the basis of module specific exercise sheets. In the case of FAS trainees, the proposal is to provide a Certificate endorsed by C&G of London Institute. This certificate will list both personal and practical skills attainment. With the active involvement of other awarding bodies, the proposed certification system encompasses both educational and vocational sectors. The project is part of the Euroform initiative, with a partnership in France.

2.4.2. CERT - State Tourism Training Agency

Access to CERT mainstream training is by means of application. Entry requirements differ depending on the level of training and expected outcomes. Applicants for Advanced level training must be 19 years of age, and show evidence of National Tourism Certification Board certification at craft level or it's equivalent and/or an appropriate level of practical experience. Entry to Craft Level training requires a good basic level of education and/or evidence of VPT 2 certification or a Basic Skills Certificate and/or a nomination from the industry. Provision by CERT to improve access to training includes co-operation with the Department of Education in the provision of VPT 1 and VPT 2 and the Vocational Training Opportunity Scheme for the long term unemployed (ref. 2.1. above) all of which have minimum entry requirements.

2.4.3. Teagasc

While access to Teagasc courses is open, with no minimum educational requirement, the recommended age of entry is between 17-20 years and students with Leaving Certificate are

deemed likely to benefit most from training. Scholarship and fee paying places are available at each College. Admission to some courses is on the basis of a competitive interview and some courses offer a grant towards tuition and accommodation. The Certificate in Agriculture, awarded on the satisfactory completion of the course, is an entry requirement for more comprehensive courses. This certificate also fulfils a major part of the Certificate in Farming programme.

2.4.4. National Rehabilitation Board - NRB

The NRB strategy is to develop formal links with national training providers to facilitate access and progression for those able to move in to mainstream vocational/educational structures. The NRB provides occupational guidance and referral service to a variety of training options which include specialist training.

2.5. Higher Education and Third Level

The traditional route for applicants to third level universities and colleges is made through the CAO/CAS Central Applications Office/Central Applications System where candidates gain entry on a points system based on the results of the Leaving Certificate. Thirty six colleges participate under the system and applications are processed for degree and diploma/certificate courses which are full-time courses.

In general applicants are assessed in terms of age, residence, minimum requirements of a particular course, specific requirements of a course e.g. maths and science, and the points achieved by the student at Leaving Certificate. This process is adhered to for most third level courses.

Some of the initiatives in place to improve access and progression at third level are described briefly below:

- **ACCS - National Council for Educational Awards**

A scheme of Accumulation of Credits and Certification of subjects has been introduced by the NCEA where students may on a part-time and modular basis take courses to attain credits which may obtain a degree or diploma. Students enrol in one or more subjects offered by colleges recognised under the NCEA. On achieving the required standard they are awarded a subject certificate. A range of courses are on offer under the schemes at present and it is planned to extend the scheme, as demand increases.

- **Exemptions for Specific Courses**

While there is no established credit transfer system colleges do give credit in terms of exemptions to students who have evidence of having passed similar subjects. Assessment is made in the form of interview, portfolio of evidence and knowledge demonstrated at interview. Transfer of students between Regional Technical Colleges, private colleges and the universities is not uncommon. Students generally move to degree from diploma or certificate programmes.

Exemptions also apply to membership, graduateship etc. of Professional Institutes with these institutes recognising certificates, diplomas and degrees as entry to or a basis for progression on their own programmes e.g. Accountancy / Institute of Chartered Accountants and Dublin City University.

- **Access for Mature Students**

Candidates of mature years are eligible to apply for courses at universities and higher level colleges. Applicants are processed through the main applications system and are given recognition/exemption in terms of age and experience. University College Dublin (NUI) has recently adopted a modular approach for its part-time Bachelor of Arts Degree programme.

- **Distance Education and Open Learning**

A National Distance Education Centre set up in 1982 funded by the Higher Education Authority aims to provide distance education in co-operation with the universities and other higher education colleges. This centre also co-operates with the Open University of the United Kingdom thus widening access to more students.

CHAPTER 3 CERTIFICATION CRITERIA AND ASSESSMENT PROCEDURES

This chapter describes the details of the certification and assessment procedures utilised by the organisations described in Chapter 1.

3.1. Second Level Education

Assessment of the Junior and Leaving Certificate examinations is in the form of annual written examinations. There is assessment of oral and aural proficiency in languages and practical examinations in certain subjects. Examination papers are prepared by the Examinations Branch of the Department of Education. The correcting of papers is carried out by teachers under supervision of assisting advisory examiners who are in turn directed by Chief Examiners who are Inspectors of the Department of Education. The Examination Branch of the Department of Education is responsible for the organisation of all the examinations particularly the Junior Certificate and Leaving Certificate. In the vocational area, under the Technical Examination system, the Department of Education organises a number of technical examinations.

3.2. Vocational Preparation Training Programmes

- **VPT 1 & VPT 2**

At present there is no standard national system of assessment in place for the VPT programmes. Each centre conducting the programme is responsible for assessment of its own participants. Candidates are assessed using a variety of modes and techniques. Some centres access the Technical Examinations administered by the Department of Education in a range of technological, commercial and trade designations which are mainly intended for those following

on-the-job apprenticeships with block release courses leading to the National Craft Certificate. Others avail of external assessment through such organisations as City and Guilds, and Royal Society of Arts (RSA).

Some courses have established networks to undertake monitoring and assessment of courses but the practice has not been widespread. There is a demand for a form of certification which is of high status, credible and flexible assessment for these programmes. Proposed new arrangements for assessment and the setting up of a national system of certification is the ongoing task of the NCVA.

- **YOUTHREACH (Foundation)**

Participants of this programme are issued with a certificate recording achievement. The Local Assessment System, introduced on a pilot basis in 1990, is laid out in four parts: Personal Qualities; Development Modules; Introductory Skill Modules and Communications. It is a standard based system and designed to meet the assessment needs of individuals with low educational attainments.

The operation of assessment on these programme involves:

1. Recording facts relating to the trainee and the course;
2. Assessment through informed opinions and decisions regarding the performance of the trainee in the four core areas;
3. Reporting and collating the information in a clear concise manner and
4. Certification through the provision of a certificate clearly illustrating the achievements of the trainees.

An individual assessment book is maintained for each trainee which is updated on a continuous basis by the programme manager/co-ordinator. Each assessment book contains a personal record sheet, an individual training plan, development modules undertaken, and introductory skill

modules relating to the trainees career preference. Guidelines are laid down for management and for the assessor and management is encouraged to nominate assessors from a variety of training locations. There is no external moderation.

Criteria for issue of certificates have been established. Each trainee must have undertaken and achieved the minimum level of performance for at least 12 weeks in all seven areas of personal qualities, attained minimum standard in at least two of the introductory skill modules; and attained the minimum level of competence in literacy and numeracy modules.

A FAS Introductory Level Certificate endorsed by City and Guilds is also available to participants of YOUTHREACH. Following a report on the certification of YOUTHREACH the NCVA is developing proposals for the implementation of an award at National Foundation Certificate level in 1994.

3.3. Vocational Training

3.3.1. FAS

Assessment and certification in the vocational training sector has traditionally relied on UK Institutes and Awarding Bodies, particularly the City and Guilds of London Institute. However, this situation is changing with FAS exercising its statutory certifying powers by developing its own certification framework and establishing formal links with the UK, and several European member states. FAS is committed to the use of a standards based assessment system for all training programmes. Such a system ensures a level of competence which is based on current social, industrial and commercial requirements and responds to the needs of both industry and individuals for recognised qualifications.

3.3.1.2. Assessment

The FAS assessment system is designed to facilitate access and progression based on objective evidence of attainment. Assessment focuses on skills attained as distinct from programmes attended. FAS assessment offers a flexible, modularised, easily understood and administered system which is:

- client focused (employer and trainee)
- standards driven
- competence led
- criterion referenced
- locally aministered

The system stems from the premise that assessment must be standards based (norm referenced), produce reliable and valid results, be fair, practical, easy to administer, manage and monitor.

Prior to implementation, all assessments are validated and approved through formal internal procedures and reviewed regularly to ensure continued relevance and currency. While the system is locally administered and marked, monitoring remains a central function. External evaluation is undertaken by City and Guilds of London Institute.

- **Specific Skills Training**

Assessments at Specific Skills level test competence to perform activities at employable worker standard. The FAS assessment system operates through a modularised structure which is criterion referenced, based on the assessment of key objectives. The objectives identified for assessment purposes clearly indicate the precise skills required to demonstrate competence and include a knowledge and practical component. Modular assessments are applied under formal test conditions.

Each assessment specification details the activities, standards and conditions under which the test should take place. Assessment takes a variety of formats: written short answer tests, multiple

choice and practical and coursework. Candidates are awarded a Pass or Credit on the basis of successful skills attainment. A system for repeats and appeals is also in place. To ensure standards reflect industry requirements, assessments are designed in conjunction with subject matter experts representing industrial and commercial interests.

- **Developmental Training**

Developmental training is assessed at Introductory level and is also modular based, consisting of structured coursework assessments conducted throughout training designed to measure achievement over the period of training. Assessment is undertaken on the basis of joint agreement between trainer and trainee. A FAS Vocational Certificate is awarded to those who successfully complete a range of assessments. This system is currently under review with the development of the Integrated Training and Assessment system described in Chapter 2. This system sets standards for personal and practical skills training and assessment and is a direct response to the needs of trainees to gain confidence, credit and currency for experience and achievements.

3.3.1.3. Certification

The FAS certification framework operates at a number of different levels:

- **Introductory** - Level 1 Certification - Pre-Vocational standard - Developmental Training
- **Basic** - Level 2 Certification - Employment Entry Standard - Specific Skills Training
- **Intermediate** - Level 2 Certification - Reliable Worker Standard - Specific Skills Training , including Apprenticeship
- **Advanced** - Level 3 Certification - Skilled Worker, Junior Executive Standard - Specific Skills Training

Assessments at the higher levels for specific skills training differ from the lower levels by specifying:

- the same objectives but at higher standards or in more taxing contexts
- more complex objectives which include additional tasks
- new objectives

Introductory level certification is awarded by a FAS Introductory Vocational Skills Certificate, listing both personal and practical skills attained. This certificate is endorsed by City and Guilds of London Institute.

Successful candidates at Basic, Intermediate and Advanced level training receive a joint FAS/City and Guilds Certificate. More than one module can be listed on the one certificate. Apart from the joint FAS/City and Guilds certification, other awarding bodies, where relevant, continue to be accessed by FAS trainees.

3.3.2. Apprenticeship

Until the end of 1992 the system of apprenticeship was assessed by means of FAS Terminal tests, and the Junior and Senior Trades examinations. These latter examinations were formal examinations administered by the Examinations Section of the Department of Education and corrected in a similar manner to that of the Junior and Leaving Certificate examinations.

The new apprenticeship system being introduced in 1993 proposes a new approach to assessment. Assessment is fundamentally of two types: Modular Assessment / off-the-job and Competence Assessment / on-the-job. Successful completion of these assessments in the relevant trade will lead to the awarding of the National Craft Certificate.

- **Modular assessment**

Modular assessment involves coursework assessment, standardised supervised practical assessment, multiple choice and short answer tests. Each module has a combination of these types of assessments in accordance with the content and will be administered by the training providers in formal test settings. Each Modular assessment details the essential assessment points which must be demonstrated by the individual through written or practical exercises. Each modular assessment can be taken on up to three occasions thus giving the individual every opportunity to succeed.

- **Competence assessment**

Competence assessment is used to obtain evidence of performance on-the-job under normal work conditions. It takes place during real work situations and ensures that evidence of performance in the workplace is available for certification purposes. A series of checklists of key skills used on-the-job are available to the employer who will assess the individual at particular points during on-the-job training. Completion of these by demonstration on at least two occasions successfully by the individual is essential in order to progress to the next phase of the apprenticeship. Competence assessments can be undertaken on as many occasions as wished.

Monitoring will be crucial to the new assessment system. A structure of internal and external monitoring and verification as well as a national monitoring process is planned for to maintain quality assessment. Training will be provided to company personnel, usually supervisors, who will have responsibility for assessment. An Appeals procedures is to be installed.

3.3.3. CERT

Assessment for the National Tourism Certification Board certification is undertaken in three ways, continuous assessment, written assessment and industry assessment. At Craft Level, the written assessment incorporates a craft examination paper, a complimentary studies examination paper, a project, and language assessment. In 1991 an assessment module in French at Level 1 was included in all craft programmes and is currently being introduced into secondary school programmes.
The NTCB certification is awarded on the basis of a Pass or Pass with Credit or Pass with Distinction. The NTCB certification awarded to trainees on full time courses is recognised throughout the EC through the CEDEFOP Comparability of Vocational Qualifications.

Apart from the Craft Level and Advanced training certification awarded by the NTCB, CERT offers it's own Certificate of Completion on the Basic Skills Course, a Certificate of Achievement on VPT 1 and a joint CERT/Dept of Education Certificate on VPT 2. In the case of VPT 1 and VPT 2, the former is assessed on the basis of a profile of the individual and a project and the latter also includes skills assessment and a written paper. VTOS participants are awarded the equivalent of a VTP 2 certificate after phase one and a CERT Basic Skills certificate following successful completion of phase two. External examiners are appointed from teachers and industry practitioners. Monitoring of the system is undertaken by select Working Parties of the National Tourism Certification Board.

The NTCB is currently extending it's certification through the Accreditation of Prior Learning. The Board certifies candidates who can provide evidence of reaching the required standards at Craft and Supervisory levels. The evidence being presented may arise from a combination of experience obtained at work and success in other CERT courses which are delivered on the job. .

3.3.4. Teagasc

Assessment and examinations are conducted on the basis of coursework and terminal tests, comprising practical and manual skills and written, knowledge based tests. Teagasc issues it's own Certificates and Diplomas to those who successfully complete training. National assessments consist of continuous assessment and formal written terminal tests. Placement with experienced farmers is an integral part of this process. Teagasc is responsible for the development, verification and monitoring of this system. Teagasc is currently in transition to a modular system of assessment and certification which is competence led and standards based.

3.3.5. National Rehabilitation Board - NRB

It is NRB strategy to provide equality of opportunity for people with disabilities by ensuring that training leads to the formal certification of achievements. This involves the NRB negotiating with appropriate awarding bodies to ensure that nationally recognised certification is available to trainees who have been trained in several settings. While the NRB is not an awarding body, it's strategy is to ensure that any training programme it approves leads to the award of nationally recognised certification from an awarding body such as FAS, CERT and TEAGASC.

CHAPTER 4. UTILITY, USE, TRENDS AND DEVELOPMENTS

This section of the report overviews recent publications in Ireland pertinent to certification and the need for development. Statistics are also presented relating to certification of awards and programme participation.

4.1. Developments in Education and Training

Rapid expansion of vocational education and training provision has taken place in the past 10 years. In tandem with these expansions, developments in certification have taken place in response to the increase in provision and the need for recognised certification and qualifications at a range of different levels. In recent years vocational training providers have responded to the needs of certification and proficiency testing and have taken actions in monitoring, assessing, and awarding.

Irelands economic growth and competitiveness depends on the development of a well trained and properly educated and qualified workforce. Experience of other European countries highlights the fact that national prosperity is created by people with the right skills and that the right skills are both encouraged and made marketable through the right qualifications. Recognised qualifications are fast becoming one of the most important outcome measures for investment of time and resources in training. With the growing need for *transparency* of qualifications, there is a move towards a form of certification which lists competences (what people can do) rather than examination success(what tests people have passed). This promotes mutual recognition between member states and demonstrates the *transnational* significance of the qualifications.

A key factor in the development of certification is the need for recognition and overall improvement of education and training standards in Ireland. The Report on Industrial Policy for the 1990's, (Review of Industrial Policy Review Group Ireland 1992) cites the education and

training system as having weaknesses in technical and vocational education and for providing for intermediate production skills. It states:

"Action is needed both at the level of curriculum and by providing a credible technical and vocational stream at secondary level leading to qualifications that confer prestige."

The recent Government policy responses to these and other indicators in the context of certification and training generally are briefly described below:

4.2. 1993 Programme for Government

The 1993 programme includes the setting up of a National Education and Training Certification Board, whose awards will be recognised internationally. It will assist progression between courses in the education and training systems, and help Irish workers abroad obtain jobs that are consistent with their qualifications. Legislation will be required. An interim board is to be appointed pending the enactment of legislation by October 1993. The proposals are likely to have implications for all existing vocational awarding bodies.

The government programme will also further improve the statutory apprenticeship scheme building on a standards reached approach rather than a time served approach. Legislation will be required. It is planned that the apprenticeship scheme will be extended to give certified training to those leaving secondary education but not proceeding to third level. This involves increasing the number of occupations where certified and structured training applies and using the full capacity in the educational and vocational training system.

4.3. Government Policy: Green Paper on Education

Published in 1992 the Green Paper on Education is a consultative document and a White Paper (Policy Proposals) is expected during 1993 followed by a series of Education bills to provide legislative framework for the reformed structures. The paper has an overall strategy that is stated as:

"to provide the opportunity for all to develop their educational potential to the full"

The paper has five stated aims:

- to establish greater equity in education - particularly for those who are disadvantaged socially, economically, physically or mentally;
- to broaden Irish education so as to equip students more effectively for life, for work in an enterprise culture and for citizenship of Europe;
- to make best use of educational resources by radically devolving administration, introducing the best management practice and strengthening policy making;
- to train and develop teachers so as to equip them for a constantly changing environment;
- to create a system of effective quality assurance.

Some of the key elements of the paper proposed with an impact on certification of qualification in Ireland are:

1. Decentralisation of management at school and college levels with a more streamlined role for the Department of Education who would be involved in strategic policy, assuring quality and allocation of budgetary resources. The School Inspectorate would the main vehicle for quality assurance focussing on school results, national norm references, disseminating good practices etc.

2. The proposal to establish a Council for Education and Vocational Awards (CEVA) has been overtaken by the proposal to set up the NETCB described above in the 1993 Programme for Government.

3. Post Leaving Courses/VPT 2 will be restructured to provide a common form of certification, progression from PLC to third level will be facilitated and the thrust of vocational training will be moved towards a dual system in which employers will play a greater role.

4. Expansion of the Vocational Training and Opportunities Scheme and vocational programmes in general to be opened to second chance students with extended access to third level of mature students

5. Training to be broad based rather than job specific and to encourage a spirit of enterprise and a flexible approach to problem solving

6. A greater emphasis to be placed on Technology and Enterprise studies structured on a modular basis for all students in education. Vocational dimension at senior cycle to be strengthened within the framework of the Leaving certificate with a broader base of technical subjects. The Leaving Certificate Vocational programme will include a compulsory European language.

7. The relationship between education and training systems and the economy they serve to be strengthened to ensure the providers of programmes can obtain immediate and clear information on the nature, scope and extent of skills required for the economic growth and development.

4.4. Statistics

Various Tables are presented below accounting for the numbers of persons participating in education and vocational training programmes.

Table 1 **Distribution of Boys and Girls by Programme in 1991**

Programme	Boys	Girls	Total
Junior Cycle	103,090	98,015	201,105
Leaving Cert	55,055	59,191	114,246
Transition	2,649	3,456	6,105
Voc. Training	6,923	14,037	20,960
TOTAL	167,717	174,699	342,416

Source: Dept. of Education Statistical Report 1990-1991

Table 2 FAS Activity Level 1991

Training Programmes	Thruput
Skills Foundation Apprenticeship	1,059
Specific Skills	1,960
Enterprise	12,703
Alternance	1,831
CYTP	2,060
Local training Initiatives	2,922
Community Training Workshops	2,155
Travellers Training Centres	1,860
Linked Work Experience	546
Job Training Scheme	212
Long Term Unemployed	990
Community Enterprise	75
Co-op development	135
Young Worker Exchange	105
Training Special Projects	207
Graduate Placement	28
TOTAL	0
	28,848

Source: Dept. of Labour Annual Report 1991

Table 3 CERT
Activity Level 1991

Programme	1991 Thruput
Training of Unemployed	1,248
School Based Courses	2,739
Industry Based Courses	4,964
TOTAL	**8,951**

Source: Dept. of Labour Annual Report 1991

Table 4 NCEA **1989**
Awards by Discipline

DISCIPLINE	No.
Business Studies/ Humanities	2,492
Engineering/Tech	1,907
Science/Paramedical	1,499
TOTAL	**5,898**

Source: NCEA Annual Report 1989

Table 5 NCEA Awards by Academic Level

LEVEL	No.
One Year Cert	224
National Cert	3372
National Diploma	1686
Primary Degree	508
Graduate Diploma	72
Masters Degrees	5
PhD	0
NCEA Teacher Dip Art & Design	31
NCEA Dip Continuing Education	0
TOTAL	**5898**

Source: NCEA Annual Report 1989

Appendix I REFERENCES

An Bord Altranais, Annual Report, 1991

CAO/CAS College Guide 1992, E.O'Boyle, Careers and Educational Publishers Ltd., Ireland

CERT, Annual Report, 1991

CERT, National Craft Curricula and Certification Board, Annual Report 1990

Commission of European Communities, Structures of the Education and Initial Training Systems in member states of the EC, prepared by Eurydice/Cedefop

Department of Education, Statistical Report 1990-1991, government Publications

Department of Education, Education for a Changing World, Ireland 1992, Government Publications

Department of Education, Rules and Programmes for Secondary Schools, Government Publications

Department of Education, The Junior Certificate, Guide for Parents, 1992, Government Publications

Department of Industry and Commence, A Time for Change: Industrial Policy for the 1990's, Report of the Industrial Policy Review Group, Government Publications

Department of Labour, Annual Report, 1991

FAS, Apprenticeship A New Approach

FAS, Draft Proposal Curriculum Model for New Apprenticeship (unpublished)

FAS, Annual Report and Accounts, FAS, 1989 & 1990

FAS, Vocational Education and Training in Ireland Summary, 1991, Planning and Research

FAS, Vocational Training in Ireland, 1992, Planning and Research

FAS, Certification Framework Paper, Certification & Standards, 1991 (unpublished)

FAS, Assessing Trainee Attainment, Part 1, 2 & 3, Certification & Standards

FAS, Apprenticeship Certification and Assessment System (unpublished)

Fianna Fail and Labour Programme for a Partnership Government 1993-1997, Government Publications

Guide to Private Colleges in Ireland, Directory of Third Level Courses, Cosgrave & Cosgrave, Best Guides.

Higher Education Authority, Report Accounts and Student Statistics 1989-1990, 1992

National Council for Educational Awards, Preparing for a New Europe, A National Framework for Vocational Qualifications, 1992

National Council for Educational Awards, Sixteenth Report of the National Council for Educational Awards, 1989

NCEA, Directory of Approved Courses for Higher Education, Eight Ed.,1991

NCVA, Preparing for a New Europe, A National Framework for Vocational Qualifications, 1992

NCVA, Youthreach Working Party Final Report, 1992, (unpublished)

NRB, Draft Standard for Vocational Training 1992, (unpublished)

Opportunity Guide to Qualifications, Part-time Courses in Ireland, Aontas, Wolfhound Press

Petra, Ireland, Initial Vocational Education and Training 1992, A brief Guide, 1992

Senior Certificate Programme Outlines, Shannon Development Curriculum Centre

Teagasc, Annual Report 1988-89

Appendix II LIST OF ABBREVIATIONS

AFPA Association de Formation pour Adultes
AnCO The Industrial Training Authority (amalgamated into FAS)
BIM The Sea Fisheries Board
CAO Central Applications Office
CAS Central Applications System
CERT The State Tourism Training Agency
CEVA Council for Education and Vocational Awards
C & G City and Guilds of London Institute
CYTP Community Youth Training Programme
CTW Community Training Workshop
DIT Dublin Institute of Technology
FAS The Training and Employment Authority
HEA Higher Education Authority
IBEC Irish Business and Employer Confederation
ITC Industrial Training Committees
NAAC National Apprenticeship Advisory Committee
NCCA National Council for Curriculum and Assessment
NCEA National Council for Educational Awards
NCVA National Council for Vocational Awards
NETCB National Education and Training Certification Board
NTCB National Tourism Certification Board
NUI National University of Ireland
NRB National Rehabilitation Board
PLC Post Leaving Course
RSA Royal Society of Arts
RTC Regional Technical College
Teagasc The Agricultural and Food Development Authority
TS Technical Examinations
VEC Vocational Education Committee

VPT Vocational Preparation Training

VTOS Vocational Training Opportunity Scheme

Appendix III GLOSSARY OF TERMS

Achievement: the mastery of skills or knowledge in specified areas

Accreditation: recognition by the competent authorities of qualifications and certificates issued by certain awarding bodies

Alternance: a programme term used in FAS for training courses such as Return to Work for Women, Building on Experience for older workers with some experience

Assessment: the process of measuring a learners performance against standards to indicate extent of achievement

Certification: issuing or awarding of a certificate or diploma by authorised bodies, training institutions and other agencies to confirm occupational competence

Competence: ability to perform activities by application of skills, knowledge and attitude to pre-defined standards expected in employment

Criteria referenced assessment: measures a trainees performance of skill mastery or behaviour against external criterion and aims at a level of competence which is pre-determined and based on prevailing social, industrial and economic standards

Department: used to describe Irish Government Ministry

Key Objectives for Assessment: those identified as the minimum to be achieved for certification purposes

Module: discreet or self standing part of a training programme, generally comprising 2 to 6 weeks training

Monitoring/Verification: a process of monitoring assessment. A means of checking what assessment has taken place.

Profile: a report which provides separate assessments for different attributes of the individual being assessed, rather than aggregation into a single grade, score or statement. A means of recording information rather than a method of assessment.

Qualification: the result of a systematic vocational training course recognised or certified by law, collective agreement or other binding contract

Standards: what is actually required in an employment and to which level it must be performed, under specified conditions

Syllabus: a concise statement of subjects in a training programme

Terminal Test: a comprehensive test of ability which comprises a range of key course objectives. A final test before the next phase of training or employment.

Validation: a measure of the extent to which an assessment measures what it intends to assess.

Statutory: the matter is determined through legislation

Travellers: This term is used to describe a section of Irish society who tend to lead a nomadic form of life.

Appendix IV EDUCATION & VOCATIONAL TRAINING SCHEDULE

EDUCATION AND VOCATIONAL QUALIFICATIONS IN IRELAND

Provider	Programmes	Type of Certification	Awarding body	Method of Assessment	Levels of operation
Second Level Education	Junior Certificate	Cert of Exam Attainment	Dept. of Education	Formal written & practical	Honours/Pass
	Senior Certificate	Cert of Exam Attainment	"	Formal written & practical	Honours/Pass
	Leaving Certificate	Cert. of Exam. Attainment	"	Formal written & practical	Honours/Pass
Vocational Education	Youthreach-Foundation	Cert of Achievement	Education/FAS(NCVA*)	Profiling System	Foundation
	VPT 1 & 2	Cert of Attendance and/or	Dept of Education(NCVA*)	Local, & Tech. Exams	Foundation Level 1
		Cert of Attainment	Various Awarding Bodies	Various examinations	
Vocational Training					
Dept of Education/FAS	Apprenticeship	National Craft Certificate	Education/FAS*	Modular - off the job	Euro-level 2
FAS	Developmental	Cert of Achievement	FAS(endorsed by C&G)	Modular based coursework	Introductory level 1
	Specific Skills	Cert of Attainment	FAS/City & Guilds	Modular competence based	Basic, Intermediate, Advanced at Euro-level 2 & 3
CERT	VPT 1 & VPT 2	Cert of Achievement	Dept of Educ/CERT (NCVA*)	Projects,coursework,written	
	Craft	National Craft Certificate	NTCB	Written, coursework, and	Craft - Euro-level 2
	Supervisory	Cert of Attainment	NTCB	industry assessment	
Teagasc	Farm Apprenticeship	Cert of Attainment	Teagasc	Coursework, terminal tests,	Craft - Euro-level 2
	Cert in Farming	Cert of Attainment	Teagasc	written knowledge based tests	
	Specialist Courses	Cert of Attainment	Teagasc		
Higher Education					
RTC's and DIT	Middle and Higher Technical courses	Certificate, Diploma and Degree	National Council for Educational Awards	Formal written, practical	
Third Level	University Degree undergraduate & post graduate programmes	Degrees awarded by each University	Each University		
Private Colleges	Wide range of courses	Various forms	Internal/externally awarded	Various systems in place	Certificate to degree level No standardization

* NCVA to provide certification in 1994 leading to National Vocational Cert at NCVA Levels 1, 2 & 3

* Euro-levels - EC levels adopted under EC Council Decision of July 1985

CEDEFOP - European Centre for the Development of Vocational Training

Systems and procedures of certification of qualifications in Ireland
Miriam Conway
Angela Lambkin

CEDEFOP panorama

Berlin: CEDEFOP - European Centre for the
Development of Vocational Training, 1993

4th edition 1994 - 74 pp. - 21,0 x 29,7 cm

DE, EN, FR

free of charge - 5006 EN -

panorama

CEDEFOP

European Centre for the Development
of Vocational Training
Jean Monnet House, Bundesallee 22, **D-10717 Berlin**
Tel.: 49-30+88 41 20, Fax: 49-30+88 41 22 22,
Telex: 184163 eucen d

In these publications the authors, after making brief reference to the characteristics of the general and vocational training systems in their countries, describe all aspects of how qualifications are certified:

- formulation and introduction of certificates, qualifications and diplomas: the relevant institutions, procedures, tripartite or joint consultation or decision-making commissions;
- access to qualifications: conditions, means, motives, channels;
- certification: aims, contents, means, procedures;
- usefulness, use, trends and problems

BEST COPY AVAILABLE

5006